
••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

Issued by The Gregg Publishing Company, 631 South Wabash Ave., Chicago, Ill.

BOSTON OFFICE: - - - - - 80 Boylston St., Boston, Mass.
NEW YORK OFFICE: - - - - - 285 Fifth Ave., New York City
SAN FRANCISCO OFFICE: - - - Phelan Bldg., San Francisco, Calif.
EUROPEAN OFFICE: - - - - - Kern House, 36-38 Kingsway, London, W. C. 2, Eng.
AUSTRALIAN OFFICE: - - - Bridge Street, Albion, Brisbane; Philip C. Baines, Agent
NEW ZEALAND OFFICE: Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year. Ten Cents, the copy.

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Vol. IV

NOVEMBER, 1923

No. 3

An Experiment to Establish Definite Standards for the Guidance of Teachers in Organizing Courses in Elementary Shorthand

Initiated and Conducted Under the Supervision of

Frances Effinger-Raymond and Elizabeth Starbuck Adams
Wellesley, B. A., Columbia, M. A.

EXPERIMENTS are sometimes dangerous, for one never can tell how they are going to turn out. There may be an explosion when one least expects it. It is this element of uncertainty that

Prefatory Statement gives such peculiar fascination to experimentation and carries the investigator through the tedium of the immense amount of drudgery involved in any worthwhile experiment. Hand in hand with this thrill of adventure in

exploring the unknown there must go a wide-openness of mind unprejudiced, a willingness to see things as they are, not as one would like them to be.

So it was that we approached our investigation without preconceived notions of what we might find. We were confident, before we started, that many fine teachers would rally to help us out. We have come gallantly through the struggle, with our faith in the fellowship of Gregg teachers stronger than ever; with

unqualified praise for the excellence of the work being done in elementary shorthand; with greater vision of heights yet to be reached. Since nothing of what we have done could have been accomplished alone, we feel that the credit for the following report belongs to all who helped make it, the teachers of Gregg Shorthand in Arizona, California, Idaho, Oregon, and Washington. We are grateful there were no explosions: still more grateful for the constant encouragement from letters of appreciation. The following is typical—

The pupils and I have enjoyed the tests. I feel that the material that you have given has been very helpful, and I appreciate the opportunity that you have given us to enter this contest.

The idea behind the tests is a splendid one, and merits the hearty coöperation of all schools teaching Gregg Shorthand.

It is this wonderful spirit of co-operation, the spirit of give-and-take and mutual helpfulness, that has proved the beneficial tonic that has kept us going.

With this brief introduction, we swing now into a discussion of the various conditions that led to this undertaking.

IN THE seven Pacific Coast states visited by us, ninety-six per cent of the high schools teach Gregg Shorthand. Thirty to fifty per cent of the student-body is enrolled in the commercial departments under

Reasons for Experiment the guidance of earnest teachers who are handicapped by the failure of the state universities and teachers' colleges to offer adequate courses in the training of teachers of commercial subjects. That the teacher-training centers of such institutions, the Departments of Education, do not make provision to train the group of teachers that is

to handle thirty to fifty per cent of the high school pupils of the state is almost incredible. It is an amazing condition, hard to reconcile with any interpretation of the functions and responsibilities of state educational institutions. We are forced to accept this manifest negligence, however, as a hard, cold fact. In some way the teachers of commercial subjects must advance professionally without the guidance and help the universities of the state might give but, at present, withhold.

It is not surprising, then, to find commercial studies in the high school course of study often misunderstood and sometimes not as resultful as they might be. Principals of high schools have been academically trained to teach academic subjects. Some of them are not familiar with the specific needs of commercial education. Too often demands are made upon the commercial department for clerical services to the school that tend to break down efficient organization. Fortunately for the cause of commercial education, there are many principals and teachers working out practical schemes and getting results that are thoroughly satisfactory.

We are concerned here with one subject only in the commercial course of study, **SHORTHAND**. There has always existed a surprising discrepancy in the time requirements to get speed results in shorthand between the private business school of good standing and the high school departments of commerce. This discrepancy is, in part, due to the intensive work done in the business schools under constant expert supervision. Progress is as rapid as individual ability warrants. The high school course does not permit such flexibility of organization and must meet totally different

conditions that may not be altered nor controlled at present. In spite of these handicaps, many schools have worked out their problems effectively. What these schools have done, others can do. But there must be a clearing-house for exchange of ideas. The Departments of Education in our universities and state teachers' colleges should be these centers. Since they are not, we have taken upon ourselves the task of starting an investigation of one important phase of the teaching of shorthand. Though this type of investigation is legitimate seminar research, it was felt that Miss Adams, with her professional training in education and her intimate knowledge of the work of the schools, was qualified to carry on such an investigation and interpret the results so that teachers might standardize at least this one phase, the teaching of elementary shorthand. We hope the findings and resultant suggestions will serve as a challenge to every teacher to better the record of her class and beat the best that has yet been reported. Two years of concerted effort on the part of shorthand teachers will make the *best* records in this report the recognized standard of achievement, even as the standards in typewriting have been raised within the last two years. We hope a careful reading of this report will be both stimulating and encouraging.

Early in August, 1922, after due consultation with a large number of educational authorities, we found there was unanimous agreement that definite standards were needed by which teachers could measure class work in elementary shorthand. We decided to stop theorizing and to try to find out what was actually being done over a

wide territory. If the findings permitted, it would then be possible to set definite norms as guides to the teachers. The first step was to get the sanction of the State Superintendents of Public Instruction. Once this was secured, the preliminary explanations and blanks were mailed to the principals of the high schools in six states. We were gratified to receive registration blanks from one hundred thirteen schools. Later, we found many teachers had not been notified by their principals that such an experiment was to be conducted, else they, too, would have enlisted in the cause. No words can convey the extent of our admiration of the professional spirit and courage shown by all those teachers who have assisted us so ably during the past year. No computation has yet been made as to the per cent that persisted through the eight tests. There was certainly a large enough number to make the findings significant.

The first five of the series of eight tests were planned to measure knowledge of certain units

Organization of the Series of Tests in the Gregg Shorthand Manual. The last three were planned to test shorthand ability at moderate rates of dictation.

Each test was to be dictated and transcribed, thus recognizing the two inseparable elements of shorthand—writing to the stimulus of sound, and transcribing the shorthand outline into the written English equivalent.

This feature of the tests presented the chief difficulty to teachers at first. Many comments have since been received expressing appreciation of the value of this method of testing. We consider the emphasis placed upon *dictation-and-transcription* as an ele-

mental shorthand process to be the crux of the entire series of tests.

We take it for granted that the teacher of elementary shorthand wants occasionally to "take account of stock." The final records of these tests should establish a measuring scale by which a teacher may compare her class with classes in other schools. Each test is so organized that the teacher may find out the individual weakness of each pupil in time to eliminate such weakness by intensive drill. This diagnostic function is by far the most important function of the tests. It permits the teacher to diagnose, with scientific accuracy, the weak spots in each individual. As an early diagnosis often prevents serious illness, so an early catching of any tendency to error, with intelligent reconstruction to eliminate that tendency, will cut down the probability of failure later.

It is the comprehensive nature of these tests that makes us consider them not especially fitted for finding the usual school grade of the pupil. They are too exhaustive, too searching, too exacting and inflexible to meet the very great variations in school conditions. They are as impersonal as the apparatus for testing blood-pressure. They will serve, however, to check the regular class grading.

Every individual set of class papers examined shows the same type of variation in the error score;

Variations rarely do any two pupils
in have the same score, and
Records the range of the error
score may run to surprising extremes. We come face to face with the fact that the process of acquiring shorthand skill is as purely individualistic a process as is the digesting of one's breakfast. Any treatment of a group of shorthand begin-

ners that does not recognize this individualism is absurd, just as it would be absurd to expect a group of human beings to digest their breakfasts at the same rate and with the same results. We may offer the same balanced meal to each individual, under proper hygienic conditions, then we must watch the process of assimilation, ready to vary the diet or exercise to meet individual needs.

We reprint the original explanation and the general directions for giving the tests. Each Test is discussed in detail and tables of the various records offered as tentative guides until we have further data to prove their validity. The final report cannot be made until later. Meanwhile, if questions occur to you that might be answered with profit to all concerned from the data available, we should be glad to incorporate such answers in the complete report. Address all such inquiries to the Pacific Coast Office of The Gregg Publishing Company, Phelan Building, San Francisco.

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Report of

An Investigation to Establish Scientific Norms in Elementary Shorthand

By Elizabeth Starbuck Adams

1922-1923

"THERE is great variation in the methods of teaching elementary shorthand in high schools of this section of the country. No uniform standards have ever been established. With your coöperation, we propose, as a result of this experiment, to establish norms of progress that will

**Letter of
Explanation
Sent to High
Schools**

enable teachers to measure the work of their classes. As soon as a sufficient number of papers covering one year of elementary shorthand is in our hands, these papers will be classified in various ways by experts. From these classifications all possible analyses will be made. The final result should be a series of scientific norms by which progress may be measured. Hundreds of papers are needed for such an investigation. That is why the success of the experiment depends upon *your* interest and help.

"Many physical conditions are dissimilar in different localities. For that reason it is imperative that in giving these tests all directions be followed literally, exactly as they are given. This assures a certain uniformity upon which to base conclusions. If any extraordinary condition prevails at the time a test is given, like excessive heat or cold, or time broken by some school activity or an epidemic, a notation to that effect should be made.

"Under no circumstances should the student be told that the paper is to be seen by anyone but the teacher. No teacher should be troubled at what she may consider a poor showing by her class. What she considers a poor showing may have no such significance when all the papers are classified. Moreover, as soon as all papers reach this office a secret code name and number will be pasted over the name of each student in order that no publicity is possible. No one will ever know the specific record of any school or student except under the code number.

"It is assumed that the standard of achievement for the year is ability to take dictation at a speed of seventy-five to eighty words a minute and to turn out an accurate transcription.

Writing with the pen is taken for granted. If the student is trained to write with pen in all his elementary shorthand, he will acquire good habits of penmanship at once. It is wasteful of energy to begin with pencil.

"The first five tests will consist of two parts each: a series of words designed to cover points of

Nature of Tests theory and show up skill in penmanship, and a series of sentences or short letters based upon wordsigns and easy phrases. All matter in these tests is to be dictated at a rate of speed judged by the teacher to be fair to the class, a careful record being made of this time. The last three tests will consist of connected matter dictated at a definite speed for a definite time. As outlined at present, the tests will follow this schedule, based on the Gregg Shorthand Manual:

ONE.....Lessons	1-4	FIVE.....Lessons	14-20
TWO.....Lessons	5-7	SIX.....	60 wds. for 3 min.
THREE.....Lessons	8-10	SEVEN.....	70 wds. for 3 min.
FOUR.....Lessons	11-13	EIGHT.....	80 wds. for 5 min.

"This project has the official approval of your State Superintendent of Public Instruction.

(Signed) F. E. RAYMOND"

In using the test material, now that the investigation has been made, each teacher may modify the directions to suit class conditions, providing the spirit of the directions is not violated.

Tests One and Two were inclosed with directions, which the teachers were requested to keep for reference. Each test was sealed, *Test One* to be given as soon as a class had completed Lesson 4 in the Manual satisfactorily, *Test Two* as soon as the class had completed Lesson 7. (Continued on page 70)

Original Directions for the Teacher to Follow in Presenting Tests

(Keep this for Reference)

I. Open the test on the day you plan to give it. This will avoid any tendency to give special preparation on the words in the test. Such special drill would invalidate the diagnostic aspect of the test. Read the paper through carefully before the class assembles, and fill in the blanks when possible. Do not let the class feel that there is any unusual significance attached to the test.

II. Use paper of good quality for ink, commercial letter size.

III. Have name and date written at the upper *righthand* corner.

IV. Explain that you are going to dictate one hundred words and want them written in four columns of twenty-five each, with space at the right of each word for transcription. Have the numbers from one to twenty-five written at the left and three vertical lines ruled to keep the spacing even. This preparation should be done the day before the test, or you might have a large number of papers, ruled and numbered in this fashion, run off on the mimeograph and kept on hand. The idea is to minimize any mechanical preparation on the day of the test, so that all effort can be spent on the shorthand.

V. With the class at attention, *pens on desks*, read the list of words slowly, letting students write with fingers in the air. Give order, "Pens ready." Dictate words as rapidly as you consider fair to your students. Check the time with a stop watch and make a written note of the time on the paper.

VI. Have papers reversed at once, pens on desks. With class at attention read the sentences slowly. Explain that the sentences must be written, with space underneath left for transcription. Order "Pens ready." Dictate sentences, checking time as before.

VII. Papers again reversed so that word list is uppermost. *Change pens for pencils* and begin the transcription at once, proceeding from the words through the sentences. Make a note of the minimum time taken to transcribe the entire test, also the name of the pupil. All papers must be collected at the end of forty minutes.

NOTE: If your regular class period is less than forty minutes, give the dictation on one day and the transcription on another. Make a careful note of the time consumed for each exercise, and state that parts of two class periods were used. Do not allow a total of more than forty-five minutes for the two days.

The words are chosen to review fundamental principles of theory.

Grading Numbers refer to paragraphs in the Manual.

Word List The words are also selected to catch faults in penmanship, proportionate length of outlines and relative size of circle vowels. These errors will show in inaccurate transcriptions, i. e., a wrong word, not incorrect spelling.

Seventy per cent or more of the words are wordsigns. Errors in transcription will probably indicate lack of knowledge of wordsigns, not inaccurate penmanship.

An error in *Theory* is counted for an outline written contrary to principle,

incorrect spelling or English, incorrect transcription, especially in wordsigns, and omissions.

Errors in *Penmanship*: incorrect transcription due to incorrect proportion, incorrect slant, incorrect placement in regard to the line of writing.

Check with red ink in your Manual the principles that have been violated,

indicating that review is needed. Note errors in penmanship, spelling, and English. Check

wordsigns in the same way. See that these errors get specific attention later. In this way you eliminate drill on the things already known and can concentrate on the weak places.

Count errors once—for instance an inaccurate outline with a wrong transcription counts as *one* error.

Pupils' Grade Divide total number of errors by two and subtract from one hundred. To illustrate: If there are twenty-five errors, the grade is $87\frac{1}{2}$.

as indicating the wide variation in scores. Twenty-five per cent, representing the superior group, scored from 2 errors to 22 errors. This group sets a definite standard of possible achievement.

Many papers had to be eliminated

Elementary Shorthand—Diagnostic Test One

Based on Gregg Shorthand Manual Lessons 1-4

PART I—WORD LIST (*Read down*)

6-a	6-c	6-e	8	22-23
cave	made	neck	pave	muddy
bell	chin	bat	leg	numb
pale	knit	balmy	kill	moon
Ella	tin	pain	vapor	coolie
era	Dan	shaggy	feeble	gull
ache	jade	bridge	gale	canoe
Eva	dish	Java	beaver	wag
gift	midget	flash	wreck	wade
free	shame	cheap	lake	weave
pray	gem	shave	beef	witch
6-b	6-d	7	20	woke
led	kick	Emma	groan	24-25
raid	bib	edge	billow	quick
bleat	gag	Etta	moan	quarrel
cash	baby	enemy	dawn	midway
shell	vivid	inane	brawny	awake
gauge	pepper	hatchet	hollow	tweed
jelly	rare	she	folly	26-28
cherry	fever	each	droll	yam
sharp	lair	linen	collie	yacht
shelf	fairly	mean	shore	whip
				yet

TIME OF DICTATION.....min.....sec.

NOTE: The numbers indicate the paragraph in the Manual illustrated by the words following. *No mention of this grouping should be made to pupils.* The notation is for the convenience of the teacher in diagnosing errors.

Diacritical marks may be needed in the word list. In transcribing, a different spelling for the same sound is not an error, i. e., *pale* and *pail* are both correct, but *pai* would be wrong.

PART II—SENTENCES

(Do not pause any perceptible time after a sentence. Dictate the punctuation)

I shall be glad to call upon the judge to | beg for the favor of a friendly visit. If you | have a reply to your letter in regard to the | book we will publish it. We live above a market | but we should like to change our home in a | week. If you look before you leap you are bound | to win in the world. (65)

TIME OF DICTATION——min.——sec.

The total number of papers given a score was 1,061. The median error score was 39, of significance only

because the work was not completed. The causes for this unfinished work were so varied (*Continued on page 84*)

Vocational Education Meeting to Be Held at Buffalo

TEACHERS and leaders in commercial education will have an opportunity for discussing problems common to them, and to become better acquainted at the special sessions of the 17th annual convention of the National Society for Vocational Education to be held in Buffalo, New York, December 6, 7, and 8.

The plans for the convention include not only a well-organized program of speeches and discussions, but also a carefully arranged schedule of visits to schools maintaining these departments, to teacher-training centers, and to commercial establishments in and around Buffalo.

Delegates from outside of New

York State are urged to spend the entire week in this State, as special itineraries are being worked out for the benefit of commercial teachers. Commercial education, retail education, training in industry, coöperative apprentice training, continuation schools, evening vocational schools, homemaking education, agricultural education, industrial rehabilitation, training of teachers, coöperative vocational courses, will have special sessions to discuss the problems of each group. The commercial division program follows.

Additional information may be obtained from the office of the National Society for Vocational Education, 140 West 42d Street, New York City.

Program

Commercial Section, Commercial Division

Chairman—C. E. Cook, Head of Commercial Department, West High School, Rochester, New York

- 11:00-11:20 Paper—Business Man's View of Commercial Training and the Job—*A. S. Donaldson*, Assistant General Manager, R. H. Macy & Company, Inc., New York City
- 11:20-11:35 Discussion
- 11:35-11:55 Paper—What a Survey of Commercial Education in One State Revealed—*E. W. Barnhart*, Chief, Commercial Education Service, Washington, D. C.
- 11:55-12:10 Discussion
- 12:10-12:30 Paper—Commercial Education in a State Program of Vocational Education—*L. A. Wilson*, State Director Vocational Education, Albany, New York
- 12:30-12:45 Discussion

Afternoon Session

Chairman—H. I. Good, Hutchinson Central High School, Buffalo, New York

- 2:15- 2:35 Paper—A Program for the Development of Commercial Education—*Dr. Robert J. Leonard*, Director, School of Education, Teachers' College, Columbia University
- 2:35- 2:45 Discussion
- 2:45- 3:05 Paper—The Ontario Program for Commercial Education—*W. A. Sorsoliel*, Department of Education, Ontario
- 3:05- 3:15 Discussion
- 3:15- 3:35 Paper—Training Teachers for Vocational Commercial Education—*F. G. Nichols*, Associate Professor of Education, Harvard University
- 3:35- 3:45 Discussion
- 3:45- 4:05 Paper—What a Coördinator has to Suggest to Commercial Teachers—*Charles M. Smith*, Coördinator, Directing High School Placement, Board of Education, New York City
- 4:05- 4:15 Discussion
- 4:15- 4:35 Paper—Making the Contact Between Teachers and Business Men—*Dr. Norris A. Brisco*, Director, School of Retailing, New York University

CONVENTION PARAGRAPHS

News from the Various Teachers' Associations

Commercial Training Conference

Planned for Missouri State Convention

Friday, December 7, 1923

COMMERCIAL teachers should endeavor to be present at this meeting and take part in the Round Table discussion following the leaders on the program.

COMMERCIAL SECTION, 2:00-5:00 P. M.

ROOMS 210-212, CENTRAL HIGH SCHOOL

CHAIRMAN: T. E. Talmadge, Central High School, Kansas City, Missouri.

VICE-CHAIRMAN: Earl J. Van Horne, Kansas City, Missouri.

SECRETARY: Winifred Weatherman, Sedalia High School, Sedalia, Missouri.

"Are Our Schools Meeting the Demands of Modern Business?" by *Leverett S. Lyon*, Dean of School of Commerce and Finance, Washington University, St. Louis, Missouri

"Is too Much Time Being Given to the Subject of Bookkeeping in our High Schools?" by *L. Gilbert Dake*, Head Department of Business, Soldan High School, St. Louis, Missouri

"How I Teach Typewriting," by *Ethel Sawyer*, Southeast Missouri State Teachers' College, Cape Girardeau, Missouri

"The Architecture of the Commercial Curriculum," by *P. O. Selby*, Professor of Commerce, State Teachers' College, Kirksville, Missouri

"Some Conclusions Reached in the Survey of Senior Commercial Occupations Recently Made in St. Louis," by *J. O. Malott*, Yeatmen High School, St. Louis, Missouri

Round Table

A banquet will be served in the Central Lunch Room from 6:00 to 8:00 P. M., at \$1.25 per plate. Good music, good eats, good fellowship, election of officers, and plans for the future.

Southwest Kansas

Report by Mary B. Hill,
Nickerson, Kansas

THE Commercial Section of the Southwest Kansas Teachers' Association, which met at Wichita, October 18, 19, and 20, opened with a luncheon at the Innes Tea Room. Mr. H. S. Miller, principal of the commercial work in the Wichita High School, presided as toastmaster.

After a bountiful repast, the following program was given:

Greetings in behalf of Commercial Teachers..... Toastmaster

Business Ethics..... E. E. Snyder
Head of Commerce Department, El Dorado, Kansas

Joys of a Commercial Teacher....Mrs. Meriam Parke Snyder, Head of Commerce Department, Mulvane, Kansas

Reading—TWO FROGGIES.... L. A. Hickman
Department of Commerce, Wichita High School

The teachers of Commerce are very much indebted to Mr. Miller for the success of this luncheon.

At two o'clock we went to the Y. W. C. A. lecture room, where the Round Table meeting was held.

We were disappointed that, on account of ill health, Miss Reading, of the Gregg Publishing Company, was not able to be with us. However, we did appreciate her paper on "Standardization Tests in Shorthand," which was read by the chairman of the meeting, Miss Mary B. Hill, principal of the commercial department of the Reno Community High School at Nickerson.

Mr. Richard E. Cole, head of the

commercial department of Pratt High School, read an interesting paper on "Something the Commercial Teacher must do at Home in Order to Receive Full College Entrance Credits for Commercial Subjects."

This paper was very ably discussed by Mr. R. A. King, principal of the Commercial Department at Hutchinson.

Each teacher present was asked to arise, state his name, where he teaches, and what he teaches. We found teachers handling all the way from five to fourteen classes a day. Of course, in order to do this, they teach two classes at the same time—typewriting and another subject.

Mr. H. S. Miller, of Wichita, was elected chairman for our meeting next year, and Mr. Richard E. Cole, vice-chairman.

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Connecticut Valley

ABOUT sixty members of the Connecticut Valley Commercial Teachers' Association gathered at the Northampton Commercial College last month for the annual fall meeting. The members came from many cities and towns, as far north as Brattleboro, Vermont, and as far south as Hartford, Connecticut. It was one of the most interesting meetings of the association ever held and a great deal of valuable material was collected from the addresses and the demonstrations given.

The convention opened in the morning with registration and renewing of old acquaintances. The first thing on the program was a short talk by Mrs. Esther A. Laccas of the Commercial College on the subject, "Teaching Typewriting to Beginners." Then

Mrs. Laccas conducted a classroom demonstration in which pupils who had not had typewriting before last September exhibited their skill. All of the guests remarked on the speed and accuracy of the pupils' work.

Two important talks followed. H. M. Munford, of Bay Path Institute, Springfield, took for his subject, "Often Neglected Essentials in Shorthand Teaching." Miss Gertrude Toomey, of the Hartford High School, then talked on "Some of the Steps in the Teaching of Penmanship." Both speakers gave helpful suggestions and related interesting stories of their experiences in teaching.

At noon lunch was served at Boyden's. During the time the guests were at lunch there was a program of violin music by Mrs. Jessie B. Berwick, accompanied on the piano by Miss Ellen Rogers.

The afternoon's session opened with a fine talk by Prof. Charles F. Rittenhouse, C. P. A., of Boston University. Mr. Rittenhouse was at one time a member of the faculty at the Northampton Commercial College, and his presence at the meeting was of great interest. His subject was, "Some Neglected Opportunities in Commercial Education." The points touched on by the speaker were of great meaning to all and his many suggestions were given as the result of a long and successful career as a teacher in business courses.

Prof. David Camp Rogers, of Smith College, talked on "Intelligence Tests and Their Significance for Education." He, too, told in a convincing manner the result of his investigation of intelligence tests and his words as to their value in future educational work were listened to with much interest. The closing talk was given by Guy D. Miller, of the High

School of Commerce in Springfield. His subject was, "Problems in Commercial Education."

At the business meeting of the association, the following officers were elected: President, John C. Pickett,

Northampton Commercial College; vice-president, Charles T. Powers, High School of Commerce, Springfield; secretary and treasurer, Mrs. Anna M. Leavenworth, West Springfield High school.



Program of the Commercial Section
of the
State Teachers' Association

Albany, New York, Tuesday, November 27, 1923

CHAIRMAN: W. E. Smith, Dunkirk High School, Dunkirk, New York

VICE-CHAIRMAN: Miss Helen Mageough, Providence, Rhode Island

SECRETARY: Miss Susie VanAuken, Albany High School, Albany, New York

Morning Session

(Fifteen-minute papers or discussions)

- 9:45-10:00 Tangible Results from Classification of Commercial Pupils according to Intelligence
Mathew Lynaugh, Head of Commercial Department, White Plains High School
- 10:00-10:15 Prognostic Tests for Secretarial Ability
Professor George R. Tilford, Head of Commercial Teacher-Training Department, Syracuse University
- 10:15-10:30 Diagnosis as a Step Toward Prognosis in Determining Commercial Teaching Ability
W. G. Thompson, Head of Commercial Teacher-Training Department, Plattsburgh Normal School
- 10:30-10:45 The Use of Business English Tests
H. Ward McGraw, Head of English Department, Plattsburgh High School
- 10:45-11:00 Some Elements of Successful Commercial Teaching from The Business Man's Point of View
Cameron Beck, Personnel Director, New York Stock Exchange

LUNCH

Afternoon Session

- 1:30- 2:00 Business Meeting
- 2:00- 2:20 The Training of Commercial Teachers
Dr. R. T. Hill, Chief, Teacher-Training and Certification Bureau, State Department
- 2:20- 2:40 The New Program of Studies vs. the Old
Floyd Hurlburt, Superintendent of Schools, Bay Shore
- 2:40- 3:00 What is Junior Business Training and to What Extent will it Probably Replace or Modify Bookkeeping: A review of the work of the Revision Committee
H. I. Good, Chairman, Revision Committee, Buffalo
- 3:00- 3:30 The Next Step in Improving Commercial Teaching and Commercial Teachers
A. G. Belding, Supervisor of High School Commercial Branches, New York City
- 3:30- 4:00 The Next Step in Improving Supervision—State and Local
S. B. Carlin, Director, Commercial Education, Rochester, New York

SCHOOL NEWS AND PERSONAL NOTES

Found in the Editor's Mail

BENTLEY-CALIFORNIA School of Business, Sacramento, C. O. Bentley, manager, specializes in courses of study covering Civil Service and Reporting requirements. At the present date, the following Bentley students are employed by the State of California:

Board of Education—

Fairah L. Harber
Stella Boyden-Trussell
Wilma Wilson
Marjorie Wilson
Hazel Leverero

Department of Institutions—

Pearl M. Stockdale-Hays

Corporation Department—

Velma A. Resser
Mrs. Opal Endicott
Mrs. Edith H. Conway

Civil Service Department—

Crella Sellers

Medical Board—

Florence Almquist

Department of Public Works—

Coral E. Porter
Judith Younggren
Beulah Francisco-Farley

Motor Vehicle Department—

Kathryn Lawrence

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Dr. Laura H. Cadwallader, of the South Philadelphia High School for Girls, was elected secretary of the National Education Association's Business Section, at the last election, to serve for the 1923-1924 term.

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Among the many new teachers appointed to handle commercial classes this year are Miss Anna Wheeler, of Farmington, at Meriden, Connecticut, High School; Hazel Appelget, of Leonardo, New Jersey, at the High School, Summit, New

Jersey; Bessie Svoboda, of Giltner, Nebraska, in the Hart Business School, Santa Barbara, California; M. Charlotte Doane, of Rockville, Connecticut, at South Manchester, Connecticut, High School; Francis A. La-Bombard, of Plattsburg, New York, at the High School, at Manhasset, New York; Donald F. Gowen, Somerville, Massachusetts, at Stoneham, Massachusetts, High School; Jesse McGregor, of Troy, New York, at Traverse City High School, Traverse City, Michigan; Margaret Renison, of Ilion, New York, in the Glen Cove, Long Island, High School; Sara V. Wertz and Anna L. Fetherolf at the High School for Girls, Reading, Pennsylvania; and R. S. Winslow, of Indianola, Iowa, at the High School of Cherokee, Iowa.

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A new accounting teacher has joined the staff of the commercial teacher-training department at the Indiana, Pennsylvania, State Normal School—James T. Wilkes, of Decatur, Illinois.

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Dr. Rudolph Tombo, a talented and enthusiastic exponent of Gabelsburger shorthand died this summer at New Brighton, Staten Island, New York. Dr. Tombo was chief stenographer to the German Diet before coming to this country in 1884, and prior to the war took an active interest in and attended many of the meetings of the various shorthand associations and the conventions of the National Shorthand Reporters' Association. He was an honorary member

of a number of German societies, and one of the founders of the Allgemeine Deutsche Strachverein of New York. Up to ten years ago he instructed in German at Barnard College and was assistant professor at Adelphi College. Dr. Tombo was seventy-seven years old.

Mr. J. S. Stephens, president of the Lancaster Business College, St. Paul,

Minnesota, writes us that he has just made arrangements with the Felt & Tarrant Manufacturing Company whereby Lancaster College becomes the official Comptometer training school of that city.

Mr. F. R. Bennett, of Olympia, Washington, has joined the faculty of Brown's Business College, at Peoria, Illinois.



Teachers Admitted to Indiana State Contests

YOU will note in this month's issue of the *Gregg Writer*, in the report of the state contest held at Muncie, Indiana, in the spring, that the events were open to teachers. Five teachers qualified in the shorthand tests.

Miss Hester Wood, of Peru, scored 99.5% accuracy on the eighty-word "take," making but two errors, and on the same dictation Pearle Marie Parvis, of Mishawaka, scored 96.0%. Miss Inez Ahlering, of Reitz High School, Evansville, made but three errors on the hundred-word test, giving her a record of 99.4%, while E. H. Murch, of South Side High School, Fort Wayne, made 98.6%, and Jennie H. Copeland, Knightstown, 97.6%, at the same speed.

We are glad to see the state contests opened to teachers as well as students, and hope that the other states will follow Indiana's example. Nothing will give a greater impetus to contests all over the country, nor help raise classroom speeds still higher, than to have the teachers join the annual race along with their pupils. The benefit of this practical test to the teacher himself will be as great as the inspiration to the students.

It was decided at the teachers'

meeting the day following the contest, to organize district contests in Indiana from now on, from which to select delegates to the state meet, putting Indiana contests on much the same basis as most of the other states.

Mr. G. H. Clevenger, Richmond, Mr. M. H. Northrop, Fort Wayne, and Mr. C. E. Hostetler, Brazil, are the new members of the Advisory Committee.

Indiana, Pennsylvania, Normal School Contest

SPEAKING of teachers competing in the Indiana State Contest in April, reminds us of the good records scored by the student-teachers at Indiana State Normal School, Indiana, Pennsylvania, May 19, in conjunction with the Inter-County Commercial Contest.

An exceptionally noteworthy feature of the event was the record of Miss Gladys Skinner, who won the hundred-word test with a grade of 99%.

The fact that every one of the seventeen entrants in the eighty-word test qualified, and with records above 90%, is especially significant.

(Continued on page 79)

EDITORIAL COMMENT

On Sundry Topics

Constructive Teaching of Typing

THE teachers of typing who have achieved outstanding results have treated the problem of learning typing as constructive rather than mechanical. They have seen that the real problem in teaching typing is to develop power, and they have gone straight to their objective without wasting time on frills and furbelows.

After all, the teaching of type-writing involves three main problems:

1. The development of the machine technique
2. The development of Power to utilize the technique to the greatest advantage
3. Laying the foundation for accurate and rapid transcription.

The first involves the acquisition of habits that lead to a high degree of skill. The most successful teachers are making constant use of demonstrations and close personal supervision to drill work. The acquisition of the keyboard technique is greatly hastened by the use of a textbook that has a constructive objective—as an example, the acquisition of a correct and accurate reach to all parts of the keyboard, and the foundation for practical typing laid by employing combinations occurring in words instead of the geometric patterns, the meaningless drills, usually employed. If these combinations are selected from the most frequently used words and the practice is made progressive so that the combinations lead up to practice on the words themselves, the student acquires a typing vocabulary in the process

that makes for rapid advancement. In other words, in this way the student is taught from the beginning to do what he eventually has to do—write words and convert these into sentences.

The second problem—the power to use the technique thus gained to the greatest advantage—is achieved by presenting problems that have interest, require concentration of attention, and develop the student's power to work out original problems. Such problems remove the possibility of mechanical operation, except as it relates to the keyboard.

The third problem—laying the foundation for accurate and rapid transcription—may be accomplished by presenting exercises for transcription on the machine that bring into play the same abilities that are required in typing from shorthand notes. As an example, letters may be presented in which capitalization, punctuation and paragraphing are omitted. The practice in transforming these into finished products is similar to the process of transcribing from notes. The student must utilize his constructive faculties. Practice on this type of work is further increased by distinctive problems in arrangement, and in reconstructing handwritten letters. The handwritten letters should be in as great a variety of handwriting as possible to develop skill in rapid and accurate reading.

In all practice matter—to which the student necessarily must give much attention—the content should be carefully considered as to its

contribution to the student's knowledge of business and the English language. It should develop his skill in translating one kind of copy into another — the work that the stenographer eventually does. It should take into account the necessity for acquainting the student with the common forms of business and legal papers and statistical data. These are but a few of the leading features of the *New Rational Type-writing*—an intensive course in developing typing power. The *New Rational* has created a furore. It is radical, but based on sound pedagogy and psychology. It is *constructive* all the way through. The enthusiastic letters received from prominent and progressive teachers of typewriting throughout

the country show that ultimately it will revolutionize the teaching of the subject. It has struck the right keynote.

Why Attend the National Commercial Teachers' Convention?

Clay D. Slinker, Supervisor of Commercial Education, Des Moines Public Schools, Des Moines, Iowa, says:

"I like to attend the annual convention of the National Commercial Teachers' Federation because of the joy it gives me in meeting my old friends and the people who are leaders in Commercial Education in this country."

C. M. Yoder, Director of Commercial Courses, Whitewater State Normal, Whitewater, Wisconsin, says:

"I attend the Annual Convention because: (1) The inspiration received and the fellowship enjoyed is invaluable. (2) We learn to appreciate by association; one cannot broaden his horizon without getting the viewpoints of his fellows. (3) If for no other reason, I attend to know others and be known by them in my profession."

Let's hear from some of the others who attend year after year and who will be with us again in Chicago this year, from December 26 to 29.

Don't Be Bashful Speak Up!

Normal Contest

(Continued from
page 77)

The records made were: Geraldine Folke, 98.5%; Gladys Skinner, 98.25; Johanna Mertz, 97.7; Madeline Selle, 97.7; Josephine Jordon, 97.6; Rose Floro, 97.5; Fannie Davis, 97.5; Roy Mohrbach, 97.5; Ruth Tilotson, 97.5; Josephine Dippery, 97.5; Edna Oppel, 97.2; Elizabeth Hoover, 97.0; Tressa Tronzo, 96.0; Margaret Waldron, 95.75; Angeline Dublino, 95.4; Beatrice Seidel, 91.5.

Both instructors and students are to be congratulated on this excellent showing.

Quizzes on the Manual Lessons

By W. W. Lewis

Head of the Theory Department, Gregg School, Chicago

LESSON IX

1. Write in shorthand the following:

assist, exist, assess, excess, desire, decide, far, fall, full, favor, follow, fully, like, light, more, most, must, move, much, order, word, other, respect, recent, receive, regard, regret, remark, remit, strange, strength, value, vowel.

2. Add *s* to the following:

business, cause, desire, list, exist, first, instance, system, society, trust, consideration, correspond, custom, house, industry, respect, credit, like, regard, duty, beauty, experience, believe, acquaint, name, care, kind, agent, certificate, check, good, firm, doctor, draft, duplicate.

3. Write in shorthand the following:

rightly, kindly, likely, namely, daily, nearly, dearly, firmly, firstly, friendly, fully, clearly, greatly, gladly, godly, instantly, orderly, particularly, publicly, stately, capitally, delivery.

4. Write in shorthand the following:

reply, represent, system, society, use, usual, want, went, because, consider, car, work, important, improve, importance, improvement, influence, never, invoice, occasion, occupy, office, official, quality, call, quantity, care, railroad, railway.

5. Write in shorthand the following:

The merchant will ask for credit before he orders the goods.

His experience during the three years he was with this organization has given him a strong desire to aid our company in this public work.

You must keep this news from the attention of that clerk or he will publish all the particulars in the newspaper to-morrow.

There are no satisfactory markets where we can get the goods like those you wish us to use. The satisfaction of those who work for this corporation is significant.

In this instance I must acknowledge that the copy is in good form.

LESSON X

1. Write in shorthand the following:

anyone, belong, whoever, everywhere, hereinafter, thereby, whereas, elsewhere, whensoever, someone, notwithstanding, standpoint, nevertheless, wherein, godlike.

2. (a) How is the past tense of wordsigns represented?

(b) Write in shorthand five words illustrating the above.

3. Write in shorthand two wordsigns illustrating each of the following terminations: *er*, *or*, *ary*, *ory*.

4. (a) When is the reversing principle employed to add *er* to a wordsign?

(b) Write in shorthand two words illustrating the above.

5. Write in shorthand the following:

outfit, outgoing, outran, outdo, outnumber, afterdinner, afternoon, aftermath, afterthought, afterglow.

6. Write in shorthand the following:

answer, arithmetic, poverty, trivial, pamphlet, canvas, ridiculous, miraculous, attitude, aptitude, rather, mother, adequate, applicant, elaborate.

7. (a) Write in shorthand and give the principle involved in the outlines for the following:

arrive, power, cure, poor, claim.

(b) Write in shorthand the days and months.

8. Illustrate the following after the figure 9:

dollars, hundred, hundred dollars, thousand, thousand dollars, hundred thousand, million, million dollars, billion, billion dollars, pounds, hundred pounds, thousand pounds, hundred thousand pounds, gallons, barrels, bushels, feet, hundred feet, hundred weight, o'clock, francs.

9. Write in shorthand the following:

Several dollars, few hundred, twenty-five cents, 8 per cent per annum, 6 per cent, 45 cents a gallon, a million, several pounds, per hundred weight.

10. Write in shorthand the following:

He invested several thousand dollars in the Liberty Loan.
Who will preside at the association meeting next Saturday?
The policy established by that firm will be appreciated by the workers.
John's success may be attributed to his diligence.
They traveled through the southern states during February and March.
The new director inaugurated the publication of a trade journal.

LESSON XI

1. (a) Give the eight suggestions for phrase writing.

(b) Write in shorthand two phrases illustrating each of the above suggestions.

2. (a) What is meant by word modification?

(b) Write in shorthand the following:

Has been, have not been able, had been, shall be able, I had, they had, you had, he had, she had, who had.

3. (a) When is *to* modified?

(b) Write in shorthand five phrases illustrating the above.

4. (a) When is *as* modified?

(b) Write in shorthand five phrases illustrating the above.

5. (a) When is *do not* modified?

(b) Write in shorthand five phrases illustrating the above.

(c) Write in shorthand the following:

I don't think, we don't believe, they don't regard, don't go, do not go.

6. Write in shorthand the following:

It is not, it isn't, you must not, you mustn't, I will, I'll, would not, wouldn't, he is not, he isn't, early reply, few days ago, I hope, we are sorry, I told him, I want,

(Continued on page 82)

7. Write in shorthand the following:

Particulars of the work, from line to line, page after page, little by little, in reference to the, in regard to the matter, some of them, more or less. I am in receipt of your letter, My dear Sir, Very cordially yours, ought to be, as near as, what has been, to like.

8. Give at least ten words after which *to* is omitted.

9. Write in shorthand the following:

I am sorry that I shall not be able to go on the trip with you.

We ought to receive an early reply.

It will be out of the question for us to ship you the goods by the end of the week, but we will get them to you as soon as we can.

I regret to say that it has been necessary to cancel the order.

I do not believe there will be any change to report for a few days.

If you want to receive news from day to day in reference to the state of the market, we shall be glad to see that you receive our bulletin.

LESSON XII

1. Write in shorthand the following:

deity, radius, genius, theory, museum, virtue, tune, genuine, detain, felonious.

2. (a) What vowels are omitted in the body of a word before *m*, *n*, *ng*, *nk*, *nt*, *nd*?

(b) Write in shorthand five words illustrating the above.

3. Write in shorthand one word illustrating vowel omission in each of the following prefixes:

be, *de*, *re*, *dis*, *mis*, *per*, *pur*, *pro*, and the termination *age*.

4. (a) When is the vowel not omitted in *re*, *de*, *pro*?

(b) Write in shorthand a word illustrating each of the above.

(c) When is the reversing principle applied to the prefix *per*?

(d) Write in shorthand a word illustrating the above.

5. (a) What vowels are omitted between *r*, *l*, followed by *sh*, *ch*, *j*?

(b) Write in shorthand two words illustrating the above.

6. Write in shorthand five words illustrating the omission of a vowel between reverse curves.

7. (a) What vowels are often omitted between *t*, *d*, *r*, *l*, followed by *p*, *b*?

(b) Write in shorthand five words illustrating the above.

8. (a) What vowels are often omitted between *p*, *b*, and a horizontal or upward character?

(b) Write in shorthand five words illustrating the above.

9. (a) Give the three rules for the omission of consonants.

(b) Write in shorthand two words illustrating each of the above rules.

10. Write in shorthand the following:

benefit, disagreement, disappoint, mistake, progress, purpose, purchase, manufacture, distinct, responsible, advise, advance, admire, disturb, personal.

(To be continued next month.)

Something Every Teacher Should Know

ONE of the most interesting developments in education at the present time is the standard of scholarship and personality required of the teachers in the public and private schools in this country. For a long time, if one had a fair technical education in his subject, he was able to secure a position based upon that special knowledge. The result was that the positions in our commercial high and private commercial schools were held at first by men and women who did not know very much about teaching. This period has passed, and now the man

or woman who wants a position must have the technical knowledge, *plus* the pedagogical knowledge. Even that is not sufficient, for they must have *personality* and *health*. No one has ever hesitated to acknowledge that personality and health were vital concomitants of a teacher, but both were given a last consideration in the selection of the first instructors that we had in our schools.

All this is apropos of the confidential questions which are sent out to many of us from schools desiring teachers. We have before us now a typical example of these questionnaires. We call particular attention to paragraph three, wherein we are asked as to your taste in dress; whether or not your voice is pleasing and your speech distinct; and also whether or not you have a sense of humor. Can you imagine the old-time examiners ever taking into consideration

the sense of humor of their applicants? And yet we all know that teachers who are devoid of this sixth sense are also devoid of poise.

The demand is now
for
Technical Knowledge
Plus
Pedagogical Knowledge
Plus
Personality
Plus
Health

Also notice the requirements under health. This is a question which we always answer in full, because we feel that it is a double injustice to the students to ask them to receive instruction from a teacher who is not well. In the first place, such a teacher does not have energy and vitality, and, moreover, there is always the danger of the teacher's ill health reacting upon the students. We sug-

gest that teachers read over these different requirements carefully and, if they do not feel that they are up to an A-plus mark in each requirement, see to it that they do those things which will bring them up to the highest standard in scholarship, teaching, personality, and health.

EFFICIENCY REPORT

1. SCHOLARSHIP: Good, fair, poor (underline)

2. TEACHING:

In what subjects best?

Skill as instructor: Exceptional, good, ordinary, poor (underline)

Success as a disciplinarian: Exceptional, good, fair, poor (underline)

Relationship between teacher and pupils: Cordial, sympathetic, cold (underline)

General success

In the school - In the community

Special Subjects: In which, if any, of the following special subjects can you recommend the applicant's ability as a teacher: Harmony and History of Music, Orchestra, Band, Choral, Music in the Grades, French, German, Spanish, Italian, Freehand Drawing, Mechanical Drawing, Nature Study, Cooking, Sewing, Manual Training? (underline)

(Continued on page 84)

3. PERSONALITY:

Appearance:

Taste in dress: Exceptionally good, good, average, poor (underline)Voice and Speech: Pleasing, harsh, loud, distinct, rapid, slow (underline)Temperament: Well-poised, appreciative of humor, excitable, irritable (underline)

4. HEALTH:

5. (a) Ability to get along well with those with whom applicant works

(b) Has the applicant ever left or been re-

moved from any position because of poor work or inability to get along with others?

6. If you should classify the teachers you know as exceptionally good, good, average, or below the average, underscore the class in which you would place this teacher.

7. On what acquaintance have you based your opinion?

8. Please state any reason known to you why this applicant should not be employed as a teacher by the Board of Education.

9. REMARKS—Special points not covered by the above, either for or against the applicant.

DO YOU MEASURE UP 100 %?



An Investigation to Establish Scientific Norms

(Continued from page 71)

—tardiness, dismissal, unexpected interruptions, poor organization of the class time—that an analysis of these papers seems not worth while at this time.

Two words, *visit* and *like* were used prematurely in sentences that the examiner might have a

Corrections check on students that had advanced beyond the fourth lesson. Failure to write these words correctly was not counted an error. In using the test in the future, substitute *talk* and *plan*.

On a rough approximation, there are 230 possibilities of error, though the total score could not exceed 165 (see directions for scoring). In correcting the word list, the insertion of the *e* in syllables *er* and *el* was not called an error. Three spellings for *coolie* were permitted, and because of the obscure vowel sound in *quarrel*, if the joinings were correct either the *aw* or *ah* vowel was accepted.

Note.—Diacritical marks are needed in writing the word list to insure correct transcription.

Since the outstanding fact in all phases of this investigation is the extreme variation in scores, no matter what the nature of subject being checked, we are thoroughly convinced that this attempt at standardization is timely. For instance, one school takes fifteen recitations to cover the same unit of work that another school takes sixty recitations for, and the latter school makes a much poorer showing in the test. We have analyzed the scores on a basis of the number of recitations and find, curiously enough, that there is no apparent improvement in error score, no increase in the rate of dictation, no improvement in penmanship, that correlates with the larger totals of recitations. This would lead one to conclude that superior results depend upon the quality of the teaching rather than upon the quantity. We feel that, because of this wide range

of scores, the medians are only of interest as showing the midway point of actual findings, but should not be used as guides. They indicate mediocrity and should be regarded as representing a type of ordinary achievement not desirable in a skill subject. In reading the following tables, regard the minimum scores as a challenge, the median as a sign-post, and the range of the 25% superior group as the range within which you want your class to be. TABLE I-B gives the records of actual classes and is worth a careful study, since it represents achievement of superior quality under normal conditions. What some do all may do.

If you are interested in finding how your class compares with others, we

suggest the following procedure. Read the original directions to get the spirit and organization of the test clearly in mind. It is legitimate to prepare specifically for the test in any way you choose.

Lowering the error score is the chief object. Omit the first reading of the test with the writing in the air if you wish. Some teachers made this omission with no appreciable difference in the rating of their class from other ratings. Note time of dictation.

Check all errors of theory and transcription. If a wrong shorthand outline has a wrong transcription that counts as one error, not two errors. Failure to transcribe is an error, even

Test One Scores

TABLE I-A
(Based on 74 sets of papers)

UNIT OF MANUAL LESSONS 1-4	MINIMUM	MEDIAN	RANGE OF 25% SUPERIOR GROUP
Number recitations.....15		29	15-25
Word list dictation.....3'5"	10'55"	3'55"	3'5"-9'10"
Sentence dictation.....55"	3'23"		55"-3"
Low error score.....2	11		2-7
Median error score.....11	36		11-29

NOTE: Before computing the class medians all unfinished papers were eliminated, also all papers scoring over 100 errors. It was felt that such papers represented exceptional conditions; that their retention would have so distorted the scores as to make them of no value in determining a standard of worthwhile achievement.

TABLE I-B

(Superior records of actual achievement to be considered Standard)

	NUMBER CLASS PAPERS IN SET	LOW ERROR SCORE	MEDIAN ERROR SCORE	RATE DICTATION WORDS	RATE DICTATION SENTENCES	NUMBER OF REC- ITATIONS
1.	13	4	11	11'30"	3'15"	21
2.	20	3	12	17'5"	3'27"	36
3.	15	3	18	9'30"	2'	30
4.	30	2	21	11'25"	3'	37
5.	15	4	21	18'20"	3'15"	48
6.	4	7	21	10'	4'	25
7.	23	2	22	20'	5'	24
8.	3	14	23	10'55"	2'25"	36
9.	26	7	23	21'24"	3'48"	24
10.	21	6	23	9'20"	2'35"	30
11.	6	18	24	10'45"	3'	25
12.	11	10	25	3'15"	1'45"	25
13.	30	7	26	5'30"	4'	25
14.	17	7	26	7'20"	3'10"	15
15.	52	2	26	7'	2'15"	30

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if word is correctly written in shorthand. Total the errors on each paper. Eliminate all papers that are not finished, or that total over 100 errors. List scores in numerical sequence. Find the mid-way point and call it your median error score. Your low error score and your median error score may now be compared with the scores in TABLES I-A and I-B. This procedure is for your own personal satisfaction, to enable you to find out if your class is holding its own with some of the best records made in 1922-1923. Note especially numbers 10 and 15.

It is obviously unwise to try to build a structure on a faulty foundation. Each error indicates some weakness

Diagnostic Value

in the foundational equipment of that individual.

Every principle of writing in the first four lessons is important. None may be safely neglected. Since the papers showing the large totals of errors are the danger signals, these are the papers to analyze carefully. Disregard, however, papers that total more than 50 errors, as these must have individual treatment. Confine the analysis to those papers that group near the median score, as these represent the weakness of the class as a whole. Analyze, not the individual errors, so much as the *type of error*. Nearly every error may be corrected within two weeks of directed practice while proceeding with the development of Lesson Five. It is neither necessary nor desirable to retrace the four lessons in the Manual at this stage. If you have students mentally unfit, their deficiencies will become apparent soon, whereas the slow type, under this sort of drill, may quicken. Organize drills according to the following suggestions.

Use the initial *s* joinings to re-establish correct proportions in length of outline or size of circles and to re-establish the correct placement on line of writing. Use such groups as the following for dictation and

penmanship: *safe-save-sieve, seek-sack-sag, seep-sap-sabre, sob-sop-sofa, sill-sale-silly-Sarah*, ad infinitum.

By the use of the final *s* to form plurals of nouns or the present tense of verbs, all the doubtful joinings may be reviewed. By writing the root word in correct outline upon the board, the probability of the students' making faulty joining is lessened. If the class write root words once with the derivative and later take the same group from dictation, the chances are that the correct habit is re-established.

It is a waste to call attention to error. The only profitable procedure is to use drill to establish and re-establish the correct form. Typical words for this sort of drill are *palm, balm; jelly, jail, chill; midget, bridge; gale, kill, gull*. Again, ad infinitum.

With this idea of eliminating old errors while developing new theory as a control in organizing penmanship drills that meet specific needs, it will be easy to build up series to strengthen all the necessary skills. Such practice will not retard the brighter students and will build up a strong foundational structure in each individual.

There are many other types of dictated drills the teacher may use to drive in the difficult points. The significance of the following groups is obvious:

Sweep the room, sweep the floor, sweep the house, sweep the piazza, sweep the yard, sweep the

(Continued on page 96)

DICTATION MATERIAL



to Shorthand Plates in
The GREGG WRITER

War and a Sense of Humor

From the "Dearborn Independent"

Tom L. Masson, in a recent article, suggests the inclusion in our educational schemes of a development of the sense of humor. Even diplomats might²⁵ in time become infected with the saving grace, he suggests. And, he adds with malice prepense: "Imagine what would happen if any one suggested war⁵⁰ in a gathering of diplomats endowed with the humor sense!"

A writer in a recent issue of *The Dearborn Independent* suggested that what the world⁷⁵ is waiting for is the rise of a new Cervantes or Dean Swift capable of shooting as it flies the folly of war with such¹⁰⁰ certitude and effectiveness that it would be laughed off the planet.

Satire in the past has been one of the most effective forms of humor.¹²⁵ The trouble with much of the attempted satire on war is that it contains a sting for most of us that leaves an uncomfortable feeling¹⁵⁰ of conviction of sin. We are all *particeps criminis*. Its irony is of the poignant kind that is more apt to cause readers to weep¹⁷⁵ than to laugh. Tolstoy's "Peace and War," Baroness von Hutten's "Lay Down Your Arms"—crowned as it was by the Nobel Peace award—and Romain²⁰⁰ Rolland's epic prose and verse in their forceful picturing of man's inhumanity to man in war, all strike a chill to the heart and have²²⁵ made countless thousands mourn. Even men gifted with the light journalistic touch like Frederick Palmer and Will Irwin, in their attempts to hold war up²⁵⁰ to scorn and condemnation, have been unable to avoid making their pages saddening beyond words. Perhaps Bruce Bainsfather, the British cartoonist and

humorist, has come²⁷⁵ nearest making war a laughing matter for both readers and play-goers. But "The Better 'Ole," ridicules war's situations without making war ridiculous.

War itself³⁰⁰ is essentially tragic. It may be that the difficulty in writing about it so lightly as to raise a laugh is due to the fact³²⁵ that no normal human being can laugh at a bleeding corpse, at the grief of bereaved mothers, widows and orphans, at the tortured struggles for³⁵⁰ breath of a poison-gas victim, or at the ghastly mutilation of a blinded and visage-smashed man struck in the face by shrapnel. W.³⁷⁵ S. Gilbert got fun out of the allusion to "the costermonger jumping on his mother," among the items that helped to make the policeman's lot⁴⁰⁰ "not a happy one." But he did not picture the process.

The worst of it is that war has even ceased to be "tragical" in⁴²⁵ the old and noble sense. Trench-mud and slime, crawling vermin, chemical warfare and machine warfare, the killing and mangling of a church full of⁴⁵⁰ worshipers struck by a bomb fired from hidden security 90 miles away, the slaying and maiming of little children playing in the street, or resting⁴⁷⁵ in their beds, by bombs dropped from airplanes a mile or more up in the air: these are not tragic in any sense implying valor⁵⁰⁰ and high sentiment. They are simply vile butchery of the most cruel and cowardly sort, repulsive in all the utter sordidness of its conditions to⁵²⁵ every sense of common decency.

Even these lines illustrate how difficult it is to write about war lightly, or even calmly. Balzac's "Human Comedy" shows⁵⁵⁰ us how intermingled is comedy and tragedy in this mortal life. But war is not human, it is brutal in the *nth* degree

—if such⁸⁷⁵ an application of the term is not an unfair reflection on the brutes. But if we cannot laugh war off the world-stage, perhaps we⁶⁰⁰ can laugh away the diplomats—and thus achieve the same end. After all, is there anything more preposterously silly than secret diplomacy?(622)

The Clearing House as a Civic Factor

Although the Clearing House had its origin in the desire to simplify and facilitate the exchange of items between associated banks, it was not long²⁵ before it emerged from that narrow field into a larger sphere of activity. Being bound together in this common sense, the members of the Clearing⁶⁰ House soon devoted concerted attention to improving means of coöperation among themselves and the maintenance of sound, conservative banking practices.

The rapid development of all⁷⁵ classes of industry, the expansion of financial operation and of banking service, and the frequent tendency to thrust much of community leadership upon bankers everywhere¹⁰⁰—have led to the easy and natural consequence that in every city it is the bankers who are among the first ones to be consulted¹²⁵ on any project touching the more important problems of civic welfare. And because the Clearing House attracts to its membership the leading bankers of the¹⁵⁰ community, the Clearing House, as an association, has gradually been conceded the leadership in all financial matters.

That business and banking are mutually dependent upon¹⁷⁵ each other for vitality is an academic statement which offers no chance for argument. And it is but a step from this truth to the²⁰⁰ hardly less demonstrable assertion that, lacking harmony with the banks, business could never have mounted to its present high standing of efficiency and integrity. For²²⁵ it is the bank-

er's function, both as an individual and as a member of the Clearing House Association, to have much to say concerning what²⁵⁰ shall and what shall not be done in the realm of business and industry.

The coördination of business—which means, after all, the rearing of²⁷⁵ an economic structure so skillfully that it must of necessity endure—is a voluntary obligation that has been assumed by the Clearing House wherever one³⁰⁰ exists. No willful arrogation is this, but a purely natural sequence. The banker has ever been the physician of business; what service he is qualified³²⁵ to give alone is magnified to many times its single value by the advantage he gains in association with the others of his profession.

As³⁵⁰ a stabilizing force in the community the Clearing House is not surpassed by any other agency. It proceeds about its business with so little visible³⁷⁵ effort that it is hardly reckoned one of the guiding powers of the city—until the storm comes. In a pleasant sea the helmsman is⁴⁰⁰ little noticed; in the rough waters all depends upon his skill. In times of financial stress the identity of the banker is sunk in the⁴²⁵ action of the group; and the group, practiced in community thought, has never failed to act promptly and with wisdom.

The close relationship existing between⁴⁵⁰ the Clearing House and civic life is evidenced by a comparison of the directorates of banking institutions and the successful business houses of the city.⁴⁷⁵ It is more than a coincidence that men who have made a conspicuous success in business are to be found as directors of one or⁵⁰⁰ more banks and trust companies. The same qualities which brought them to eminence in their commercial lives have made them valuable to the banks as⁵²⁵ advisers. And the bankers, combining the wide experience of these business men with their own professional knowledge of community affairs, are enabled there-

by to take⁵⁶⁰ to the Clearing House deliberations a double measure of training for the vital matters of city welfare.

What has been said here of the Clearing⁵⁷⁵ House applies to every city in which there is such a group. Both the banker and the business man, one with an admitted responsibility to⁶⁰⁰ his depositors, and the other a depositor, with a natural desire for knowledge of his bank, are entitled to a reasonable curiosity as to the⁶²⁵ roster of the association. Such curiosity is to be encouraged, for by one road or another, it will lead to better things for the community. (650)

Lesson XIII

WORDS

Aldermanic, foreword, exempt, undo, connive, subdivide, incomplete, compulsion, condolence, cognize, embattle, subrogate, forceps, emeritus, exile, emancipation, formula, complicate, substratum, conveyance, councilman, implead, concourse, conduit. (24)

SENTENCES

The aldermanic committee will assist in subdividing the suburban house lots. The freight embargo will exempt us from further complications in this matter. Though the²⁵ exile was permitted to return to his native city he cannot be enfranchised. The negroes were emancipated by Lincoln years ago, but they have remained⁵⁰ comparatively inactive as to asserting their rights. His accomplice said the formula was incomplete. (64)

Lesson XIV

WORDS

Contrite, reconstructive, intricacy, extramural, patriarch, counterbalance, intersperse, intercollegiate, abstraction, ultraconservative, erected, centralization, interpolate, retroactive, countersink, matronlike, letter-writer, electric machine, destroyer,

electrolysis, exclusion, materialist, interlocutory,²⁵ interference, retriever, counterpoint. (28)

SENTENCES

The tailor cut the intricate pattern without difficulty. The electrician displayed an extremely keen intellect. The contractor says he does not like the petroleum engine.²⁵ The instrument used in detecting counterfeit money was constructed by the comptroller of the currency. This electric fan is adjusted for use with either direct⁴⁰ or alternating current. The material used in the contest was selected from the best literature. (65)

Lesson XV

WORDS

Antagonize, overhaul, magnate, postchase, magnanimously, undertone, paraffin, circumflex, shipload, transom, suspenders, grandmother, antepandial, self-restraint, anticlimax, understate, McCrory, undersell, suspiciously, multitudinous, postmark, transgress, aggressor, intransitive, superstitiously,⁷⁵ circuitous. (26)

SENTENCES

There will be no extra charge for the alteration. You must do nothing that will antagonize your understudy. The importance of this undertaking must not²⁵ be overestimated. The game was postponed because of the inclement weather. Under these circumstances we know you will thoroughly supervise the work. The editor declared⁵⁰ he would not suppress the details of the sinking of the transport. The new overseer, Mr. McCoy, will superintend the work of clearing the undergrowth⁷⁵ from the reclaimed land. (79)

Lesson XVI

WORDS

Ramble, Wentworth, forgetfulness, constable, payment, helplessness, prerequisite, intrenchment, dreadful, edible, baseness, artlessly, circum-

scription, thyself, disrepute, amputation, couple, Wordsworth, pitiless, advancement, incredible, defenseless, irascible, firmament. (24)

SENTENCES

We will send you a sample of our "Matchelss" brand of olives on request. We give the most careful attention to the filling of all²⁵ prescriptions. Many people were injured in this horrible explosion. We assure you this will be a profitable investment. This plan of supplementary work will be⁶⁰ of immeasurable benefit to advanced students. We assume that he did not perjure himself in the deposition. It is desirable to get an early settlement of⁷⁵ this dispute. (77)

Supplementary Lesson Drills—I

LESSON I

Array, relay, trickle, tagged, raked, guinea, drag, animate, trail, dilemma, hark, griddle, Callie, elk, knelt, target, creamy, kale, Matty, galley, cradle. (21)

The lady would not take the cradle. Will the elk eat the hay in the rack? Matty will not read the galley. He will not²⁵ take the hilly trail. Emmett ran well in the relay. (35)

LESSON II

Fled, drape, itched, gap, pelt, fatigued, tramp, sharper, dapple, revel, shabby, veal, wrench, chagrin, fickle, billet, farad, berry, aged, crimp, ratchet, Freddie, batch, bay, craved. (25)

Freddie put the sheep pelt in the rig before papa came back. Please get the veal from the market. The little calf will not eat²⁵ the bran. Mr. Bailey would not put the tramp in jail. (36)

LESSON III

Abhor, bonnet, clove, daub, fog, hopped, oatmeal, flog, tawny, robe, pork, robber, halt, hemlock, hone, keynote, torrid, log, plod, toque, Rambo, shadow, laud, token, poppy. (25)

John gave Cora a Rambo apple. The bonnet will please Dolly Cole. The rogue hid in the shadow of the tall oak. Paul rode the²⁵ colt on the lawn. (29)

LESSON IV

Acquittal, brood, bully, coupé, pullet, rugged, wag, whirl, tub, quake, uproar, huddle, mulch, elude, uplift, lull, gully, bud, aware, ghoul, whey, cannonade, fairway. (23)

The cook will be lucky to get an acquittal. Mr. Curry caught the quail in the gully. The crook will elude you, if you do²⁵ not watch him. Where will you park your coupé? (34)

Business Letters

GOODS OVER AND WRONG GOODS SENT

[From Gardner's Constructive Dictation, Pages 52 and 54, Letters 2 and 6]

Mr. F. H. Birch,
Batavia,
New York.

Dear Sir:

We have just discovered that through an error in our shipping department we have sent you²⁵ one case of Richardson's Crushed Fruit instead of your order for candy. This case is intended for S. P. Hall, Fairport, New York. We would⁶⁰ appreciate your forwarding it to him by freight collect.

We are shipping your goods to you to-day by C. and N. W. freight. If you⁷⁵ will inform us of the freight charges paid on the goods sent in error, and of any other expense our error may cause you, we¹⁰⁰ shall be very glad to make a reimbursement.

Yours very truly, (111)

Ashton Manufacturing Company,
Ann Arbor,
Michigan.

Gentlemen:

We were so ry to learn from your letter of March 18 of our 'error 'on July 28,²⁵ 1917, in shipping you ten pounds of Potassium Bicarbonate on

your order for ten pounds of Potassium Bichromate. The goods which you⁴⁰ are returning will be promptly placed to your credit upon their receipt.

Potassium Bichromate now comes under the restriction of explosives, in accordance with the⁷⁵ recent explosive regulations. Before we are permitted to ship the goods to you it is necessary that we have your license number and know the¹⁰⁰ purpose for which the goods are intended. When supplied with this information, we shall be very glad to forward the goods at once.

In case¹³⁵ you are unacquainted with the explosive regulations, you can obtain all necessary information from the County Clerk of your County, who will also issue an¹⁵⁰ explosive license at the cost of twenty-five cents.

Yours very truly, (162)

The Courage of the Commonplace

By Mary Raymond Shipman Andrews

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(Continued from the October issue)

VI

Six weeks after the disaster of the Oriol mine it was Commencement Day in New Haven, and Johnny McLean, his broken arm⁸²⁵ in a sling, a square of adhesive plaster on his forehead, was back for his Triennial. He was mightily astonished at the greeting he got.⁸⁵⁰ Classmates came up to him and shook his hand and said half a sentence and stopped, with an arm around his shoulder; people treated him⁸⁷⁵ in a remarkable way, as if he had done something unheard of. It gratified him, after a fashion, yet it more than half annoyed him.⁹⁰⁰ He mentioned over and over again in protest that he had done nothing which "every one of you fellows wouldn't have done just the same,"⁹²⁵ but they laughed at that and stood staring in a most embarrassing way.

"Gosh, Johnny McLean," Tim Erwin remarked finally, "wake up and

hear the⁹⁵⁰ birdies sing. Do you mean to tell me you don't know you're the hero of the whole blamed nation?"

And Johnny McLean turned scarlet and⁹⁷⁵ replied that he didn't think it so particularly funny to guy a man who had attended strictly to his business, and walked off. While Erwin¹⁰⁰⁰ and the others regarded him astounded.

"Well, if that isn't too much!" gasped Tim. "He actually doesn't know!"

"He's likely to find out before we¹⁰²⁵ get through," Neddy Haines, of Denver, jerked out nasally, and they laughed as if at a secret known together.

So Johnny pursued his way through¹⁰⁵⁰ the two or three days before Commencement, absorbed in meeting friends, embarrassed at times by their manner, but taking obstinately the modest place in the¹⁰⁷⁵ class which he had filled in college. It did not enter his mind that anything he had done could alter his standing with the "fellows."¹¹⁰⁰ Moreover, he did not spend time considering that. So he was one of two hundred Buster Browns who marched to Yale Field in white Russian¹¹²⁵ blouses with shiny blue belts, in sailor hats with blue ribbons, and when the Triennials rushed tempestuously down Trumbull Street in the tracks of the¹¹⁵⁰ gray-beards of thirty-five years before, Johnny found himself carried forward so that he stood close to the iron fence which guards the little¹¹⁷⁵ yard from the street. There is always an afternoon tea at the president's house after the game, to let people see the classes make their¹²⁰⁰ call on the head of the University. The house was full of people; the yard was filled with gay dresses and men gathered to see¹²²⁵ the parade. On the high stone steps under the arch of the doorway stood the president and close by him the white, light figure of¹²⁵⁰ a little girl, her black hair tied with a big blue bow. Clustered in the shadow behind them were other figures.

Johnny McLean saw the⁹³⁷⁵ little maid and then his gaze was riveted on the president. It surely was good to see him again; this man who knew how to⁹⁴⁰⁰ make them all swear by him.

"What will he have to say to us," Johnny wondered. "Something that will please the whole bunch, I'll bet.⁹⁴²⁵ He always hits it."

"Men of the class of —," the president began, in his deep, characteristic intonations, "I know that there is only one name⁹⁴⁵⁰ you want to hear me speak; only one thought in all the minds of your class."

A hoarse murmur which a second's growth would have⁹⁴⁷⁵ made into a wild shout started in the throats of the massed men behind the class banner. The president held up his hand.

"Wait a⁹⁵⁰⁰ minute. We want that cheer; we'll have it; but I've got a word first. A great speaker who talked to you boys in your college⁹⁵²⁵ course said a thing that came to my mind to-day. 'The courage of the commonplace,' he said, 'is greater than the courage of the crisis.'⁹⁵⁵⁰

Again that throaty, threatening growl, and again the president's hand went up—the boys were hard to hold. "I see a man among you whose⁹⁵⁷⁵ life has added a line to that saying, who has shown to the world that it is the courage of the commonplace which trains for⁹⁶⁰⁰ the courage of the crisis. And that's all I've got to say, for the nation is saying the rest—except three times three for the⁹⁶²⁵ glory of the class of —, the newest name on the honor roll of Yale, McLean of the Oriel mine."

It is probably a dizzying thing⁹⁶⁵⁰ to be snatched into the seventh heaven. Johnny McLean standing scarlet, stunned, his eyes glued on the iron fence between him and the president, knew⁹⁶⁷⁵ nothing except a whirling of his brain and an earnest prayer that he might not make a fool of himself. With that, even as the⁹⁷⁰⁰ thunder of voices began, he felt himself lifted, swung to men's shoulders, carried forward. And there he sat in his foolish

Buster Brown costume, with⁹⁷²⁵ his broken arm in its sling, with the white patch on his forehead, above his roaring classmates. There he sat perspiring and ashamed, and faced⁹⁷⁵⁰ the head of the University, who, it must be said, appeared not to miss the humor of the situation, for he laughed consumedly. And still⁹⁷⁷⁵ they cheered and still his name rang again and again. Johnny, hot and squirming under the merry presidential eye, wondered if they were going to⁹⁸⁰⁰ cheer all night. And suddenly everything—classmates, president, roaring voices—died away. There was just one thing on earth. In the doorway, in the group⁹⁸²⁵ behind the president, a girl stood with her head against the wall and cried as if her heart would break. Cried frankly, openly, mopping away⁹⁸⁵⁰ tears with a whole-hearted pocket-handkerchief, and cried more to mop away. As if there were no afternoon tea, no mob of Yale men⁹⁸⁷⁵ in the streets, no world full of people who might, if they pleased, see those tears and understand. The girl. Herself. Crying. In a flash,⁹⁹⁰⁰ by the light of the happiness that was overwhelming, he found this other happiness. He understood. The mad idea which had come back and back⁹⁹²⁵ to him out there in the West, which he had put down firmly, the idea that she had cared too much and not too little⁹⁹⁵⁰ on that Tap Day four years ago—that idea was true. She did care. She cared still. He knew it without a doubt. He sat⁹⁹⁷⁵ on the men's shoulders in his ridiculous clothes, and the heavens opened. Then the tumult and the shouting died and they let the hero down,¹⁰⁰⁰⁰ and to the rapid succession of strong emotions came as a relief another emotion—enthusiasm. They were cheering the president, on the point of bursting¹⁰⁰²⁵ themselves into fragments to do it, it seemed. There were two hundred men behind the class banner, and each one was converting what was convertible¹⁰⁰⁵⁰ of his being into noise. Johnny McLean

turned to with a will and thundered into the volume of tone which sounded over and over the¹⁰⁰⁷⁵ two short syllables of a name which to a Yale man's idea fits a cheer better than most. The president stood quiet, under the heaped-¹⁰¹⁰⁰up honors of a brilliant career, smiling and steady under that delirious music of his own name rising, winged with men's hearts, to the skies.¹⁰¹²⁵ Then the band was playing again and they were marching off down the street together, this wonderful class that knew how to turn earth into¹⁰¹⁵⁰ heaven for a fellow who hadn't done much of a stunt anyhow, this grand, glorious, big-hearted lot of chaps who would have done much¹⁰¹⁷⁵ more in his place, every soul of them—so Johnny McLean's thoughts leaped in time with his steps as they marched away. And once or¹⁰²⁰⁰ twice a terror seized him—for he was weak yet from his illness—that he was going to make “a fool of himself.” He remembered¹⁰²²⁵ how the girl had cried; he thought of the way the boys had loaded him with honor and affection; he heard the president's voice speaking¹⁰²⁵⁰ those impossible words about him—about *him*—and he would have given a large sum of money at one or two junctures to bolt and¹⁰²⁷⁵ get behind a locked door alone where he might cry as the girl had. But the unsentimental hilarity all around saved him and brought him¹⁰³⁰⁰ through without a stain on his behavior. Only he could not bolt—he could not get a moment to himself for love or money. It¹⁰³²⁵ was for love he wanted it. He must find her—he could not wait now. But he had to wait. He had to go into¹⁰³⁵⁰ the country to dinner with them all and be lionized and made speeches at, and made fun of, and treated as the darling child and¹⁰³⁷⁵ the pride and joy and—what was harder to bear—as the hero and the great man of the class. All the time growing madder¹⁰⁴⁰⁰ with restlessness, for who could tell if she might not be eaving town! A remnant of the class ahead crossed them—and there was

Brant,¹⁰⁴²⁵ her brother. Diplomacy was not for Johnny McLean—he was much too anxious.

“Brant, look here,” and he drew him into a comparative corner. “Where¹⁰⁴⁵⁰ is she?” Brant did not pretend not to understand, but he grinned.

“At the Andersons’, of course.”
“Now?”

“Yes, I think so.”

“Fellows,” said Johnny¹⁰⁴⁷⁵ McLean, “I’m sorry, but I’ve got to sneak. I’m going back to town.”

Sentences and scraps of sentences came flying at him from all over.¹⁰⁵⁰⁰ “Hold him down”—“Chain him up”—“Going—tommy-rot—can’t go!” “You’ll be game for the round-up at eleven—you’ve got to be” “Our¹⁰⁵²⁵ darling boy—he’s got to be,” and more language.

“All right for eleven,” Johnny agreed. “I’ll be at headquarters then—but I’m going now,” and¹⁰⁵⁵⁰ he went. He found her in a garden, which is the best place to make love. Each place is the best. And in some mystical¹⁰⁵⁷⁵ manner all the doubt and unhappiness which had been gone over in labored volumes of thoughts by each alone, melted to nothing, at two or¹⁰⁶⁰⁰ three broken sentences. There seemed to be nothing to say, for everything was said in a wordless, clear mode of understanding, which lovers and saints¹⁰⁶²⁵ know. There was little plot to it, yet there was no lack of interest. In fact, so light-footed were the swift moments in the¹⁰⁶⁵⁰ rose-scented dark garden that Johnny McLean forgot, as others have forgotten before him, that time was. He forgot that magnificent lot of fellows, his¹⁰⁶⁷⁵ classmates; there was not a circumstance outside of the shadowy garden which he did not whole-heartedly forget. Till a shock brought him to.

The¹⁰⁷⁰⁰ town was alive with bands and cheers and shouts and marching; the distant noises rose and fell and fused and separated, but kept their distance.¹⁰⁷²⁵ When one body of

sound, which unnoticed by the lovers had been growing less vague, more compact, broke all at once into loud proximity—men¹⁰⁷⁵⁰ marching, men shouting, men singing: The two, hand tight in hand, started, looked at each other, listened—and then a name came in a dozen¹⁰⁷⁷⁵ sonorous voices, as they used to shout it in college days, across the Berkeley Oval.

"McLean! McLean!" they called. "Oh, Johnny McLean!" and "Come out¹⁰⁸⁰⁰ there, oh, Johnny McLean!" That was Baby Thomas.

"By Jove, they've trapped me," he said, smiling in the dark and holding the hand tighter as¹⁰⁸²⁵ the swinging steps stopped in front of the house of the garden. "Brant must have told."

"They've certainly found you," the girl said. Her arms,¹⁰⁸⁵⁰ lifted slowly, went about his neck swiftly. "You're mine—but you're theirs to-night. I haven't a right to so much of you even. You're theirs.¹⁰⁸⁷⁵ Go." And she held him. But in a second she had pushed him away. "Go," she said. "You're theirs, bless everyone of them."

She¹⁰⁹⁰⁰ was standing alone in the dark, sweet garden and there was a roar in the street which meant that he had opened the door and¹⁰⁹²⁵ they had seen him. And with that there were shouts of "Put him up!"—"Carry him!"—"Carry the boy," and laughter and shouting, and then¹⁰⁹⁵⁰ again the measured tread of many men retreating down the street, and men's voices singing together.

The girl in the dark garden stood laughing, crying,¹⁰⁹⁷⁵ and listened.

"Mother of men!"—

the deep voices sang—

"Mother of men grown strong in giving—

Honor to him thy lights have led;
Rich in¹¹⁰⁰⁰ the toil of thousands living,

Proud of the deeds of thousands dead!

We who have felt thy power, and known thee,

We in whose lives¹¹⁰²⁵ thy lights avail,

High, in our hearts enshrined, enthroned thee,

Mother of men, old Yale!" (11040)

A Real Estate Case

(Continued from the October issue)

A I took it all down and then I left.

Q Was there anything said about commission on⁹²⁵ that occasion?

A On the \$125 he would pay full commission.

Q What was said?

A He said if I⁵⁵⁰ got him a buyer at \$125 a foot, ten thousand dollars cash, he would give me full commission.

Q What⁵⁷⁵ if anything, did you do after this talk?

A After the first talk I left.

Q Did you later take any people out there? A⁶⁰⁰ Yes, sir.

Q When was the next time you spoke to Mr. Sheeder?

A When I was offered \$110 a foot⁶²⁵ for his property.

Q What talk did you have with Sheeder?

A I showed the property to a man by the name of Ferris, and⁶⁵⁰ he offered me \$110 a foot and was willing to pay \$10,000 cash. I told him the owner would⁶⁷⁵ not sell for less than \$125 a foot.

Q Then what did you do?

A Then I went over to⁷⁰⁰ see Mr. Ferris again and he said he would not pay \$125 a foot.

Q Then what did you do?⁷²⁵

A Then I brought over a man by the name of Scates. He was not interested at all at that price.

Q Get down to⁷⁵⁰ the time when you took a man over there who was interested.

A I don't remember the date, but the early part of March, the⁷⁷⁵ first week of March, I know it was, I got a contractor by the name of Harvey.

Q Then what did you do?

A I⁸⁰⁰ showed Harvey the property and told him it would cost \$125.

Q Did you talk to Sheeder about Harvey? A⁸²⁵ Yes, sir.

Q What did you say to him?

A I told him that Harvey was willing to pay \$125,⁸⁵⁰ and Sheeder said he did not want to talk about it in his store, he did not want anybody to know that the property belonged⁸⁷⁵ to him. He says I can bring down the check and then we can go down town and draw the contract. Then I left to⁹⁰⁰ get the check.

Q Did you come back with a check?

A Then on about March 10th, Saturday morning, I came back with a check for⁹²⁵ one thousand dollars.

Q Whose check was it? A Mr. Harvey's.

Q Did you have a talk with Sheeder? A Yes, sir.

Q What talk⁹⁵⁰ did you have with him?(955)

(To be continued next month)

Short Stories in Shorthand

A LONG WAY OFF

Pat: Can you lend me \$2 till pay day?

Mike: When is pay day?

Pat: When I give you back the \$2. (24)

ONE WAY OUT

He couldn't get there on account of an accident, so he sent this telegram: "Cannot come, washout on the line."

He received this answer: "Borrow²⁵ a shirt and come anyway." (30)

QUITE NATURAL

Inquisitive (to fat boy): "Say, what does your mother feed you on?"

Fatty: "A table." (15)

GRAMMAR!

An inspector asked a class of children whether it would be correct for a boy to say to him: "You was here yesterday."

The answer²⁵ came instantly: "No, it would not be correct; because you wasn't here yesterday." (38)

HIS ERROR

Prison Visitor (sympathetically): "Now, my good man, what brought you here?"

Convict: "Mistaken confidence."

Prison Visitor: "Really—in whom were you deceived?"

Convict: "Myself—I²⁵ thought I could run faster." (30)

EXACTLY THAT

Little Willie, taking a long walk with his Dad one day, saw a sign, "Painless Dentist."

Said Willie, "Dad, what is a painless dentist?"

"A²⁵ painless dentist, my son, is a liar." (32)

SIMILAR

"Did you ever hear anything so perfectly wonderful?" exclaimed the daughter of the house as the phonograph ground out the last notes of the latest²⁵ thing in jazz.

"No," replied her father, "I can't say I have, although I once heard a collision between a truck-load of empty milk⁵⁰ cans and a freight car filled with live chickens." (59)

NATURE STUDY

James: (pointing to a picture of a zebra) "What's that?"

Johnnie: "It looks like a horse in a bathing suit." (20)



An Investigation

(Continued from page 87)

allic. Chill the berries, chill the milk, chill the fish, chill the jelly, chill the beef. Baffle the judge, baffle the foe, baffle the enemy, baffle the sheriff.

However, the real fun is in making up these drills to meet the needs of one's own group of students.

(To be continued next month)